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The Effectiveness of an Educational Program in Developing the Skill of Reading the Map among Kindergarten Children

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Abstract ***---****The aim of this research is to identify the effectiveness in developing the skill of reading the map among kindergarten children.To achieve the research objectives, the researcher derived the following hypotheses* **:** *There is no statistically significant difference between the mean scores of the experimental group children on the map reading skill test for kindergarten children for both pre and post applications.There is no statistically significant difference between the mean scores of children between the mean scores of the experimental group and the scores of the children of the control group on the map reading skill test for kindergarten children for the post application.There is no statistically significant difference between the mean scores of the experimental group children on the map reading skill test for kindergarten children for the following and tracking applications.The research sample consisted of one kindergarten, and the number of children of the introductory (220) boys and girls, by (120) males and (100) females. Using the statistical bag (SPSS), the research reached the following results***:** *There are statistically significant differences between the mean scores of the pre and posttests of the experimental group on the skill of reading the map and this difference in favor of the post test. The statistically significant differences between the mean scores of the experimental group and the average scores of the control group on the test reading skill in the post test.*

Keywords--- *Educational Program and Kindergarten Children.*

I. INTRODUCTION

A preschool child has an inherent willingness to discover the world around him, from his own world (home, school, and classroom, garden) to his larger world, the city he lives in, the province to which he belongs, and the country in which he resides. The world he lives.The research problem lies in the lack of interest in the geographical topics offered to the pre-school child and the lack of Arabic studies that illustrate the geographical readiness of the pre-school child, as well as kindergarten teachers are ignorant of the activities through which the geographical readiness of kindergarten children can be developed.The problem of the current research is highlighted by informing the researcher of the previous studies, which confirmed the importance of the skill of reading the map, and in the absence of studies on the skill of reading the map of the kindergarten child in the Iraqi environment to the knowledge of the researcher and found the need to develop this skill through an educational program special skill reading map[(1)].

The researchers also sent a survey questionnaire to 50 kindergarten teachers out of 10 kindergartens. In the skill

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of reading the map and they need to develop this skill. Finally, the problem of research is centered on.

1. Weak skill of readers of the map in kindergarten children.
2. Lack of resources that dealt with such a topic in developing the skill of reading the map.
3. The researcher's sense of research problem was reinforced by the exploratory study, which confirmed that there is a weakness in the skill of reading the map among kindergarten children. However, the researcher did not find a previous study on this subject for this age group. In developing the skill of reading the map of kindergarten children?

The first years of a child's life are a period of life extending their life span, they constitute the highest vital stages of the child's development and the development of his ability to learn in a short period and intensive, and the first eight years of great importance because the effects of care and attention received by the child in these The stage lasts all his life[(2)].

Research Community

The current research community consists of the government kindergartens of the Directorate of Education (Was it) for the academic year (2018-2019), which are in the stage (5-6) years (preliminary stage) and the number (220) boys and girls.

Research Sample

In order to achieve the objectives of the current research, the researcher identified a sample of her research as follows:

II. SAMPLE EXPERIENCE

A- Riyadh Sample

The sample of the experiment consisted of one kindergarten (Ahbab Al-Hussein), and the number of children of the introductory (220) boys and girls, by (120) males and (100) females. Governmental kindergartens in Wasit governorate, because they are close to the researcher's residence and shorten the effort, time and cost

Table 1: Number of Members of the Experimental Children in ABG

Name K	Number of children primer		Total
	Males	Females	
Ahbab Hussein	120	200	220

B. Sample Children

The researchers following steps to determine the sample experiment:

1. After calculating scores of children had been arranged in ascending researcher has identified children who have the highest grades from the center where the premise numbered 90 children and a child.
2. The researcher applying test the skill of reading the map on children with visual intelligence spatial's (90) children and a baby, and then arranged grades upward has identified children who have degrees and sessile, which was central premise, with numbered 60 children and a child of (30) children, and (30) child.

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3. The researcher randomly divided the children into two groups, the first (3). Experimental consisting of 30 children and a child, and a control group consisting of 30 children and a child. Table 2 shows that.

Table 2: The Research Sample

The group	Males	Females	Total
Experimental	15	15	30
Control	15	15	30
Total	30	30	60

Sample Statistical Analysis

The researcher selection of 200 children from the total (10) from the government kindergartens where children primer randomly chose 12 children from each kindergarten for the purpose of extracting the psychometric properties to test the skill of reading the map. Table 3 shows that.

Table 3: Sample Statistical Analysis

S	Kindergarten	Males	Females	Total
1	Ahbab Hussein	10	10	20
2	Zodiac	10	12	22
3	Gaiety	10	12	22
4	the generation of the future	12	13	25
5	Happiness	10	12	22
6	Blessed tree	10	12	18
7	Tinderbox	9	8	17
8	The flowers	10	8	19
9	Huda	90	9	16
10	Daffodils	10	7	19
Total		100	100	200

Parity between the Two Groups (Experimental and Control)

It is one of the important things to the researcher to do and are intended to try to adjust the factors and variables all, and to verify that there are no factors other than the independent variable affect the results of the experiment should therefore be on the researcher should be equal groups with respect to variables related to the independent variable (van Dalen, 399: 1985), after informing the researcher on literature and previous studies have identified variables in which the researcher will reward between the two groups, namely**.**

Equal Groups

The researchers to achieve parity between the experimental and control groups in some of the factors that could affect the results of the experiment, according to the variables confirmed by the literature that dealt with the skill of reading the map, a (academic achievement for the father, and the academic achievement of the mother, life time estimated in months, test the skill of reading the map). The following is a breakdown of that:[(4)]

1. Academic achievement of the father:

To verify parity in academic achievement Lab between the children of the experimental group and the control group researcher used the chi square test where the results were as shown in the table (4).

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Table 4: The Results of Chi-Square and the Level of Statistical Significance to Verify Parity in Academic Achievement Lab Variable

Collection the group	primary	media	preparatory	Institute	diploma	BA	Chi-square		The level of significance 0.05
							Calculated	Tabulated	
Experimental	6	4	6	2	3	9	2	7.81	Non sig.
Control	6	4	6	0	2	12			

Seen from the table (4) that there is no statistically significant differences in academic achievement Lab between the children of the experimental group and the control group variable, where the value of Kai calculated the (2) which is less than the value of Kai Tabulated of $ (7.81) to equal children, the experimental and control groups in academic achievement Lab variable.

III. RESULTS

Results and Interpretation and Discussion

In accordance with the aim of the research developed by the researcher and assumptions researcher**:**

Table 5: Test Results to Know the Significance Difference between the Mean Scores of Pre and Posttests Experimental Group

group	The number	The test	Mean	standard deviation	Degree of freedom	T- test		Significance level (0.05)
						Calculated	Tabulated	
Experimental	30	Pre	11.400	2.647	29	39.551	2.045	Sig.
		Posttest	38.533	3.277				

Seen from the table (5) that the T value calculated by the amount of (39.551) is greater than the T value Tabulated adult (2045), which indicates the presence of significant differences between the mean scores of pre and posttests experimental group to test the skill of reading the map and this the difference in favor of the post test, so reject the null hypothesis, which states that there is no statistically significant differences between the mean scores of differences in the children of the experimental group on the test map reading in the pre and posttests and accept the alternative hypothesis which states there are statistically significant differences between the mean scores of children differences Total skill Experimental test on the skill map reading in the pre and posttests[(5)].

The second hypothesis, which states: there is no difference statistically significant between the mean scores of the experimental group children and the children's average scores of the control group to test the skill of reading the

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map for the application of the post: The scores of the experimental group and the control account to test the skill of reading the map for testing dimensional, it treated the data as used researcher Altaia the test for two independent samples, reaching the mean of the experimental group (38.533) degree deviation Miari of (3.277) has reached the mean of the control group (25.400) degree The deviation of Miari (4.553), and the degree of freedom (58) has reached the calculated value of T (12.82) degree. As shown in the table (6).

Table 6: Test Altaia for Two Independent Samples for the Two Experimental and Control Group in the Test

group	the number	The test	Mean	standard deviation	Degree of freedom	t- test		Significance level (0.05)
						Calculated	Tabulated	
Posttest	30	Pre	38.533	3.277	58	12.82	2	Sig.
	30	Posttest	25.400	4.553				

Seen from the table (6) The T-calculated value of $ (12.82) is greater than the T value Tabulated adult (2) which indicates that the presence of statistically significant differences between the mean scores of differences in the children of the experimental group and the average grades children control group to test the skill of reading the map in posttest this difference for the experimental group, so reject the null hypothesis, which states that there is no statistically significant differences between the mean scores children of the experimental group and the average grades children control group to test the skill of reading the map in the post test and accept alternative hypothesis, which states differences There are statistically significant differences between the mean scores of the children of the experimental group and the control group to test the skill of reading in the posttest [(6)].

The third hypothesis: There is a statistically significant difference between the average scores of the experimental group to test the skill of reading the map to kindergarten child for two applications posttest and iterative.

To validate the hypothesis the researcher used the ratio of efficiency equation for reached the results as shown in the table (6).

IV. DISCUSSIONS

The goal of current research to identify the effectiveness of the education program to strengthen the skill of reading the map on the children of Riyadh, and by reference to the results of this study, we note that it showed a statistically significant among children, the experimental and control groups differences in favor of the experimental group, which confirms that the educational program suffered by children in the experimental group based on the results of the statistical analysis of the mean scores of children in the two groups (experimental and control), it is clear that an effective program to strengthen the skill of reading the map and in favor of the experimental group, which shows a weakness in the skill of reading the map with the kids Discovered through the application of testing

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the skill of map reading them to know the existence of the skill of weakness [7].

Found that children possess the skill of reading the map but by a weak, so the researcher designed an educational program based on the literature and previous studies, and presented to the experts and specialists to see how lessons the validity and found that the program lessons are valid for the application of the children to solve the problem of poor skill of reading the map on the children development of kindergarten children and found that the program is effective based on the results of the statistical analysis of the mean scores of children in the two groups (the pilot and control)[8].

The reasons for the weakness of the skill of reading the map to the lack of interest in geographical subjects offered to children pre-school and the lack of Arabic studies that geographical activities are not well placed on the children of pre-school kindergarten teachers unfamiliarity activities through which the geographical willingness of the kindergarten children's development [9].The study of geography child phenomena kindergarten begins from the area who lives where; from the age of two years up to four years where he can be the child to visit museums, parks and work notes for things in the environment around it, the child becomes ready to learn geographic phenomena in other environments from the age of five up to eight years, where they are trained to work fees and read images and learning through the use of models [10].

As well as the proven results of the study the effective role created by the proposed program of activities as evidenced by the results marked the growth of the occurrence of the sample to identify the site and the addition of several sub-goals was the description of the child to its location in the classroom for after and for the things surrounding it, and the ability of the child track trends and walk according to the instructions of the researcher to reach the goal, where this dimension includes many diverse activities to make sure you know the direction of the child right and left above and below and in front and behind the side, knowing the term East and West [11].

V. CONCLUSIONS

1. The children are suffering from weakness in the skill of reading the map is due to the lack of interest in the development of this skill in the kindergarten curriculum.
2. The activities and exercises and instructions contained in the proposed program have had a significant impact on the skill of reading the map to kindergarten child development.
3. The educational program prepared by the researcher on the basis of scientific methodology in the light of the research problem has had a positive impact on the skill of reading the map development.
4. The difference between the two study groups experimental and control due to the use of the proposed program in skill development map reading, which pays the researcher to disseminate the results to the study sample.

Ethical Clearance: People identified as potential research participants because of their status as relatives or carers of patient's research participants by virtue of their professional role in the university and departments.

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